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ABSTRACT

This monograph offers a rationale for including affective programs in middle schools and outlines one such program. This "homeroom program" is based on the generally accepted idea that young adolescents need to develop emotionally and socially as well as intellectually. These students have a need to understand themselves and others and to learn to interact with their peers as well as with their parents and teachers. This program is different from the traditional homeroom that meets only occasionally to carry out routine school business. It is, instead, a period of structured time, (ideally every day) into which are built activities that stress the development of more effective interpersonal skills. The mechanics of developing such a program are discussed, and the roles of participants (teachers, administrators, counselors, students, and parents) are described. Ways of implementing the program are presented. (JD)

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NATIONAL
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Five "R's"

for

MIDDLE SCHOOL

Strategies for Teaching
Affective Education
in the Schools

FAITH BROWN

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PREFACE

The Publications Committee of the National Middle School Association is pleased to present to its members and to other middle school educators this booklet on strategies for teaching affective education in middle schools. Many middle school educators are deeply concerned that education at this level include important experiences beyond the traditional "3 R's." This booklet is an attempt by the NMSA to provide some very practical suggestions for incorporating these experiences into a middle school program.

The NMSA is expecting to publish several small booklets in the next few years which deal with topics of concern to practicing middle school educators. Don Deller deserves special recognition as the Publications Committee member who provided liaison with Faith Brown in the development of this booklet. The committee hopes that the concepts and examples provided by the author will stimulate creative applications and adaptations to improve the affective development of early adolescents throughout the nation.

NMSA Publications Committee

Donald Deller
Myrle Hemenway
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Deborah Pugh
Jane Vogel
Don Steer, Chairperson

FOREWORD

This booklet is about teaching and learning. It does not address primarily the cognitive aspects of these processes, but rather the affective realm. It does so because, as William Glasser suggests, more and more people are looking for a ROLE, or a niche in the world, rather than striving only to achieve some GOALS. Young people, especially, want answers to the questions, "How do I fit in with others?" and "How can I have a fulfilling life?"

The answers to these questions are touched on in many school classes. But not frequently enough are they dealt with as topics in themselves, as distinct parts of the curriculum, complete with objectives and learning strategies. In a world of increasing conflict in schools, however, they must be addressed.

The pages that follow contain a rationale for including affective programs in schools, as well as outlining an existing program and suggesting ways to initiate new programs. This booklet is not designed to be an end-all, but rather a stimulus for generating new and better ideas about affective education. It offers resources, but only educators, using the thinking and feeling skills they possess, can turn the ideas into programs which will help students build more productive, satisfying lives.

Faith Brown

August 9, 1980

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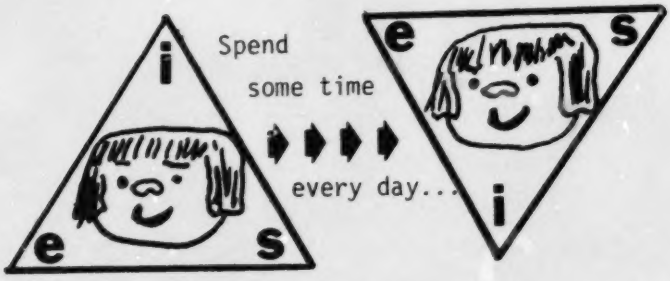
Five "R's" for Middle School

A successful adult needs to be able to function effectively intellectually, emotionally, and socially. Unfortunately these capabilities are not innate but must be practiced and refined throughout life. Most schools, though, place a high priority on the intellectual areas, with social and emotional skills being taught incidentally or "if there is time."

With the increasing complexity and depersonalization of today's society, however, most adults have as much or more need for strong affective skills, the so called "life coping" skills, as they do for thinking power. Therefore, there need to be some activities in all schools with priorities which invert the traditional public school pyramid to include training in these areas.



Another way of conceptualizing this need is to say that two additional "R's" are required in the present school curriculum to supplement "Reading, (W)Riting, and (A)Rithmetic." These two additional "R's" might be called "Reality" and "Relating," the former referring to students' need to understand themselves and others, and the latter referring to how they can better interact with those "others."

The few existing programs that include the five "R's" are usually found in middle schools, perhaps because middle level education is a relatively new concept and not bound by a long history of prescriptions of what it should be. It is also possible that affective programs have tended to arise at this level because of the tremendous SOCIAL nature of the middle school student.

One approach to the type of programs to be described herein is a plan called a "homeroom program." This program is much different from the traditional homeroom that meets only occasionally to carry out routine school business. This homeroom is, instead, a period of time, ideally every day, into which are built activities that stress the development of more effective interpersonal skills.

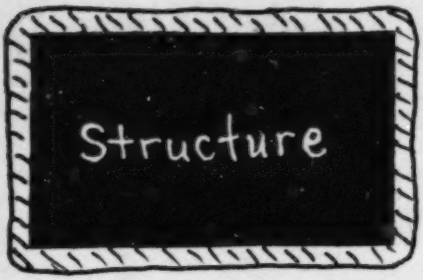
Goals of most affective middle school programs are basically the same. The homeroom program strives to assist teachers in

- finding more enjoyment in their interactions with students
- serving as models of growth and fulfillment
- exploring themselves as people.

It offers students

- an environment in which they can learn to better understand themselves and adults
- a chance to become better prepared for the complex social situations they will encounter in life
- an opportunity for more involvement in and a more positive attitude toward school.

It offers both teacher and student a time for give and take of <u>feelings</u> as well as <u>ideas</u>.



What is needed in order to teach the five "R's" and meet the intellectual, emotional and social needs of our students is TIME. However, that is probably the most elusive commodity in our schools. There never seems to be enough! But a block of time, optimally 30 minutes everyday, can provide the time needed for those two extra "R's." It will insure that all the very important "R's" will be addressed.

Where will this time come from? Shortening each class period by a few minutes is an easy way. That is not to say that instructional time is any less important than before. But the research conducted with students who have been involved in values clarification and related approaches shows that they are less apathetic, less flighty, more energetic and more likely to follow through on decisions than those who have not been exposed to such affective activities. Underachievers who have engaged in such activities also tend to experience more success in school.[1]

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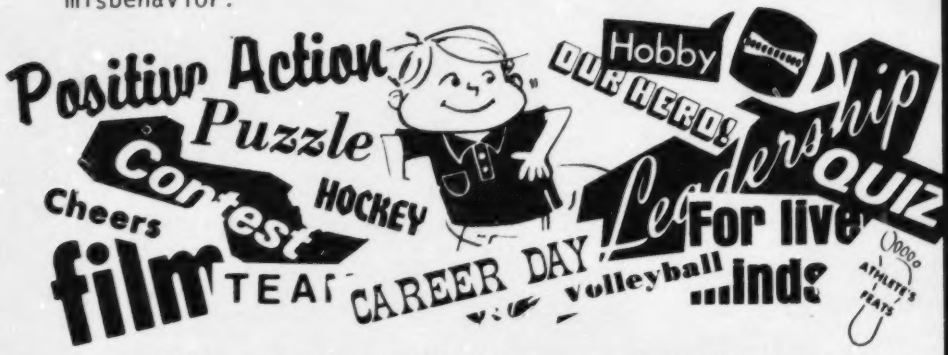
[1]Sidney B. Simon et al., Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing, 1972, pp. 20-21.

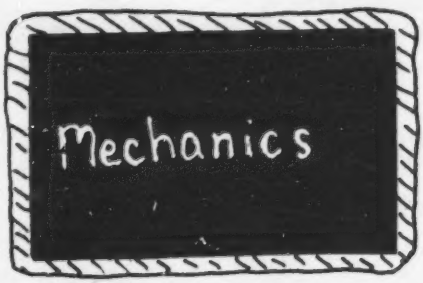
Once the block of time has been set aside, the next concern is where to put it. There seems to be one particularly logical time. Most schools cannot accommodate all students during one lunch period, but it is often difficult to keep them busy during the time when they are not eating. Homeroom is a way to solve this problem. The homeroom program provides activities to fill this previously unstructured time and affords a midday break from academic work.

There may be some concern that students have so little unstructured time as it is. Why take away what little is available? Typically, most students seem to be milling around looking for something to do during school "free time." A homeroom program provides activities which students would have difficulty organizing themselves. As well, it channels student energies in a positive direction and avoids the opportunity for misbehavior.



Another concern about the homeroom activities program might be that it would turn the school into "fun and games." This criticism would be legitimate if students were permitted to move randomly from activity

to activity without adult supervision. The homeroom program, however, is structured, well supervised (every activity has an adult leader plus two homeroom teachers who accompany their groups to their scheduled activity), and allows students in a competitive activity to have a "7th inning stretch" before resuming classes in the afternoon. Many of the activities also provide valuable information regarding interpersonal relations, careers, and leisure-time pursuits.



Students can be assigned to homerooms by grade, or a mixture of several grades may be used. Most teachers are assigned to a specific homeroom group and meet with that group all year. Those teachers who do not have a homeroom can assist in the conducting of competitive activities for the year. For example, supervisors will be needed for all gymnasium and outdoor activities, as well as for the competitions involving cognitive skills (Twenty Questions, Concentration, etc.). Having activity supervisors allows the homeroom teacher to be involved with the homeroom and to be available for support and assistance.

It is especially important in building an identity for each homeroom to have a room in which the group always meets when not involved in an activity. The room could easily be the one to which the homeroom teacher is assigned for classes.

Activities that can be included in the homeroom schedule are limited only by the imagination of the staff, parents, and community. As members of the community learn more about the program, they are usually quite willing to make presentations, donate supplies, and even open their doors to field trip groups.

Ideally there should be a balance among physical, cognitive, and affective aspects of participation. A partial list of activities that have worked well for middle school homeroom programs is found in Appendix A.

The mechanics of all the activities are basically the same. It is the student's responsibility to check the current week's activity schedule posted in the homeroom (see Figures 1, 2, 3 on pp. 8-10) and to note the activity for the day, the area in which it will

ACTIVITY SCHEDULE FOR WEEK

Oct 3

HOMEROOM 165 WITH 143 LUNCH 1st ✓ 2nd ☐

Student Schedule:

ACTIVITY Yoga Demo / 151-53 AREA	ACTIVITY Soccer / Outside AREA	ACTIVITY Quiz Bowl / 155-57 AREA	ACTIVITY Skiing Demo / 137-39 AREA	ACTIVITY Sideline Hockey / Outside AREA
		TEACHER Mrs. Pardo		

Teacher Schedule:

ACTIVITY ↑ AREA	ACTIVITY ↑ AREA	ACTIVITY ↑ AREA	ACTIVITY Animal Tracking Eat 2nd lunch 127-29 AREA	ACTIVITY ↑ AREA

FIGURE 1 - TYPICAL ON-WEEK SCHEDULE
WESTCHESTER MIDDLE SCHOOL, CHESTERTON, INDIANA

ACTIVITY SCHEDULE FOR WEEK

Oct. 10

HOMEROOM 165 WITH 143 LUNCH 1st ☐ 2nd ☑

Student Schedule:

ACTIVITY Film / 165-67 AREA	ACTIVITY Extended Lunch / Outside AREA	ACTIVITY Vocations: Police Work / 155-57 AREA	ACTIVITY Guidance: T.A. / 149 AREA	ACTIVITY Homeroom Meeting / 165 AREA

TEACHER Mrs. Pardo

Teacher Schedule:

ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY Animal Tracking Eat 2nd lunch / 127-29 AREA	ACTIVITY / AREA

FIGURE 2 - TYPICAL OFF-WEEK SCHEDULE
WESTCHESTER MIDDLE SCHOOL, CHESTERTON, INDIANA

ACTIVITY SCHEDULE FOR WEEK

Nov. 1

HOMEROOM 165 WITH 151 LUNCH 1st ✓ 2nd ☐

Student Schedule:

ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA
Service / Cafe	Service / Cafe	Service / Cafe	Service / Cafe	Service / Cafe
		TEACHER Mrs. Pardo		

Teacher Schedule:

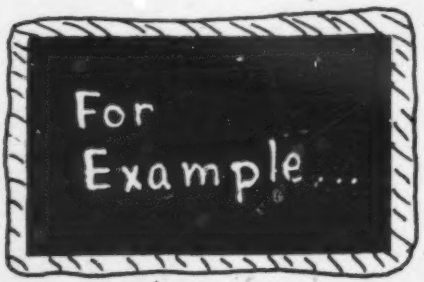
ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA	ACTIVITY / AREA
↑ /	↑ /	↑ /	Animal Tracking (Eat 2nd lunch) / 127-29	↑ /

FIGURE 3 - OFF-WEEK SCHEDULE FOR CAFETERIA SERVICE
WESTCHESTER MIDDLE SCHOOL, CHESTERTON, INDIANA

take place, and in which half of the noon activity period it will occur.

At the appropriate time, students report to the designated activity area. If the activity is a competitive game, all students report to their homeroom teacher, get organized, if necessary, into teams, and wait for instructions to begin from the activity supervisor.

The homeroom teacher takes attendance, supervises, gives support and sees to it that the homeroom members are acting appropriately. The activity supervisor, however, being the "expert" on the particular competition, has the final authority in matters of rules, scoring, and dismissal procedure. After the activity has ended, students and teacher report to their next assigned area, whether it be lunch or a class. This procedure applies to both competitive and non-competitive activities.



A typical day's activities can be better understood by referring to the schedule in Figure 1 on p. 8. This is a sample schedule for an "ON" week for two of

the 30 homerooms involved in a program used at Westchester Middle School in Chesterton, Indiana.[2] "ON" week simply denotes that the homeroom is involved during the five days in three competitions and two special interest presentations. The three competitions will be same every week of the quarter (Soccer, Quiz Bowl, and Sideline Hockey) for all 3 grades, but the special interest presentations vary so the student never sees the same one twice. Every nine weeks the competitive activities also change.

Note that the two homerooms, 165 and 143, will meet together for all activities this week. The homeroom pairings, however, will change from week to week throughout the year. As shown, the two homerooms will have first lunch, which means they will report to lunch the first 30 minutes of the activity period and then to their scheduled activity for the last 30 minutes. Remember that the homeroom teacher follows the same schedule as the homeroom students unless the teacher is giving a special interest presentation. Note that Mrs. Pardo has a presentation on Thursday. According to the schedule, instead of eating first lunch, she will give her presentation in room 127-29 and eat during the second lunch period. On this day the other homeroom teacher (room 143) will be responsible for

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[2]For a more detailed description of this program, see "A Middle School Plans...WITH Students not FOR Students" by Don Deller and Terrance Levenda, which appeared in Hoosier Schoolmaster, Winter, 1974.

supervising both homerooms 165 and 143 during activities.

In order to provide variety in the schedule, every third week is an "OFF" week for a homeroom (see Figure 2 on p. 9). OFF week includes a guidance presentation, vocations presentation, homeroom meeting, recreational film, and an extended lunch (no activity scheduled for that day). There are no competitions this week. Students and teachers simply follow this schedule as they would those for ON weeks.

Cafeteria service each week is assigned to two of the homerooms following an OFF-week schedule (see Figure 3 on p. 10). This assignment consists of monitoring entrance and exit doors, supervising the lunch line, keeping tables clean, and carrying out other related tasks. Daily individual assignments are made by the cafeteria supervisor so that students perform many different tasks during the week. The purpose of this aspect of the program is to help students assume responsibility for keeping their eating area clean and neat.

Note in Figure 3 that homerooms 165 and 151 will miss the normal OFF-week activities because they have been assigned cafeteria service. While it is impossible to make up all the activities missed, counselors attempt to repeat the guidance presentation by substituting it for the homerooms' next homeroom meeting.

Figure 4 on p. 14 shows a master schedule, for a middle school, of the ON and OFF weeks in a quarter. This master schedule shows which grade has cafeteria service, which grade is having vocations presentation, and which grades are involved in competitions. Thus,

the master schedule serves as the basis for planning for presentations and presenters, and for making certain that all tasks are covered and all participating homerooms are rotated appropriately.

WEEK OF QUARTER

	1	2	3	4	5	6	7	8	9
SIXTH GRADE	0 N	OFF 104* 106*	0 N	0 N	OFF 108* 110*	0 N	0 N	OFF 112* 113*	0 N
SEVENTH GRADE	0 N	0 N	OFF 131* 133*	0 N	0 N	OFF 135* 137*	0 N	0 N	OFF 139* 141*
EIGHTH GRADE	OFF 151* 153*	0 N	0 N	OFF 155* 157*	0 N		OFF 159* 161*	0 N	0 N

*denotes homeroom on cafeteria service

FIGURE 4
SAMPLE QUARTERLY MASTER SCHEDULE

The mechanics of a homeroom program seem insurmountable at first. There is no doubt that the initial building of a schedule to include the entire staff and student body is a challenge! It is encouraging to know, though, that once the master plan for

WHO IS WHERE, WHEN, AND FOR WHAT?

is built, all new activities can simply be substituted as needed. A quarterly change of all the ON-week activities for all homerooms seems to provide enough variety. Schools who have a minicomputer can use it to do much of the mechanical work of substituting new activities for those of the previous quarter, as well as printing out the individual homeroom schedules which must be distributed each week to homeroom teachers.

The characteristics that all activities share are

- the interaction of teacher and students in a non-academic setting
- the identification of each student in a personal way with a team or group
- the personal relationship of each student with a particular teacher
- a highly effective student management system based on the homeroom teacher being present during all the homeroom's activities.

All of these characteristics allow students and staff to interact with each other as people and to experience a growing relationship of interdependence and caring. The relationship does not have to be a gushy, emotional one where each party reveals innermost thoughts and feelings. Rather it is a relationship based on trust and mutual respect, with each party having permission to be human and as a result being able to interact with others in a natural way.

A very wise person once said, "If you really want to discuss something with an adolescent, for heaven's sake, you both better be doing something together at the same time!"

AN IMPORTANT NOTE

Middle school students really enjoy competition, so it is wise to build some kind of point system into the program. At intervals during the year, perhaps quarterly, winning homerooms should receive some type of recognition for their efforts, even if it is only a mention in the daily bulletin or school newspaper.

Competition, however, often keeps students who lack confidence from participating - and that would be contrary to the homeroom philosophy! So...some variation in the awarding of points is in order. Here is one Westchester has used successfully:

Homerooms receive:

2 points for a WIN

1 point for a LOSS

1 point for FULL PARTICIPATION in a competition

Thus it is possible for an interesting outcome to occur:

WINNING TEAM		LOSING TEAM	
2 pts.	(WIN)	1 pt.	(LOSS)
0 pts.	(not everyone participated)	1 pt.	(FULL PARTICIPATION)
2 pts.	total	2 pts.	total

TIE FOR THE DAY

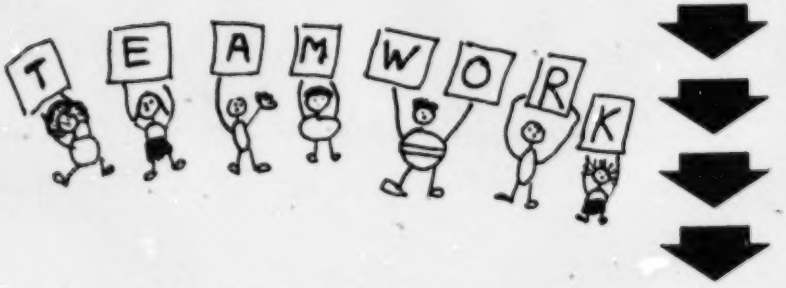
This type of point system encourages poorer competitors to become involved so that the homeroom can earn participation points. And remember that the competitions can involve various types of skills - physical, reaction time, intellectual, musical, artistic, leadership, etc. Competitions can also be set up so that luck or chance can put the student in the spotlight as a winner. It is amazing how much extra talent lies within some of the less assertive homeroom members. The point system encourages all students to participate, thus permitting all talents to be exposed and developed.

PLUS...

An incidental plus for a homeroom program is the ease with which routine school business can be carried out. During a 10-15 minute homeroom period first thing in the morning, many things can be accomplished:

- reading of a printed daily bulletin by a teacher or student while everyone is listening
- taking attendance
- selling tickets, yearbooks, newspapers
- giving student council reports
- planning for the week's activities
- inspecting lockers

This short period also serves as an opportunity for students to make an easier transition between their unstructured pre-school time and formal class. It gives them a chance to collect their thoughts, look over an assignment, or just catch up on school news, rather than needing to do so during the first ten minutes of their first class. More important, this daily period provides another opportunity for the homeroom teacher and class members to meet each other on an informal basis.



Everyone involved in the homeroom program is essential to its success. And teachers, administrators, counselors, students, and parents all working together as a team can multiply manyfold the effects that each would have working in a vacuum. As with any new program, it is difficult to begin, but a concerted effort by everyone to try out the homeroom program can bring rewards quite rapidly.

Needless to say it is very important that all members of the team have their roles delineated and that they understand how their participation fits in with what others in the program are doing.

TEACHER

The teacher is the core of the program, and this role is widely varied. It requires being present at, and sometimes participating in, all the activities in which the homeroom is involved (except on those few days when the teacher is giving a special interest presentation). That sounds like a tremendous responsibility, but the time can be both enjoyable and informative. The teacher already possesses all the skills required: leadership, organizational, supervisory, instructional, interpersonal. The role is a combination of many already assumed: teacher, listener, advisor, friend, "cheerleader." The homeroom teacher is often accessible to the student and can be a great comfort and source of reassurance, as well as information, in a very trying time in a child's life. The teacher's role is crucial to the effectiveness of the homeroom program.

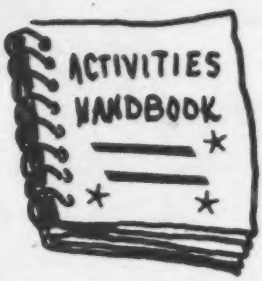
BUILDING ADMINISTRATORS

The administration, while not always at the core of the day to day program, must be visibly committed to it. Principal and assistant principal may divide up duties in a variety of ways, but will probably want to include the following on their high priority lists.

Schedules must be made in advance of the start of the homeroom program, including designation of homeroom time(s) during the day and the master schedule of activities. Prompt distribution of the schedules to each homeroom is essential for the success of the program.

Administrators must also plan with staff, who will be homeroom teachers, activity supervisors, cafeteria supervisor, etc. Administrators must also schedule staff for special interest presentations, decide what rooms will be used for activities, etc. Two additional duties are tallying points for activity competitions and making sure that attention is given to public relations.

The principal should explain the new program to staff, students, and interested community members. In addition, the administrators must appropriate an adequate budget to cover the expenses of inservice speakers, professional leave, workshop expenses, teacher handbooks (listing all homeroom related procedures, rules of competitions, etc.), and miscellaneous supplies.



The teacher handbook is a worthy budget item. It assures uniformity for implementation of the program, and it is a tremendous "security blanket!" If possible, every teacher should have one.

The counselor also has many responsibilities within the homeroom program. Major duties include

COUNSELOR

- inservicing teachers on relevant psychological theory and interaction techniques
- receiving referrals from homeroom teachers regarding students who need more in-depth attention, and following up on those referrals
- designing and conducting a guidance program appropriate for each grade level which would include
  - assisting students to explore their goals and values
  - teaching techniques that will help students relate better to others

  and which might also include
  - specific topics, such as study habits, cliques, working positively with special students
  - standardized testing "pep talk" and dissemination and interpretation of results
  - high school planning

The counselor should also assist in the assigning of students to homerooms. The counselor has information that can result in a balance, within each homeroom, of different kinds of students. Combinations of students who will have positive effects on each other can be brought together. Introverted or unsure students can be grouped with others who will draw them out. Leadership skills, academic talent, athletic ability, creativity, and fellowship can be provided for in each homeroom.

The homeroom program can also serve the counselor. A student may be helped with a problem by the counselor's enlisting the support and cooperation of fellow homeroom members. Middle school students, when approached in an honest way, tend to respond very positively to a request to help a peer who is "down and out."

This program also offers the counselor a systematic way to work with each student on a regular basis. The activities schedule is designed so that the counselor meets with each homeroom many times during the year. Thus students and counselor become involved with each other and can establish a trusting relationship which can facilitate future counseling sessions.

STUDENT

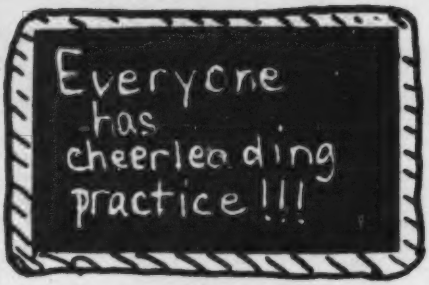
The student's role is stated simply, but is difficult to demonstrate. The homeroom program asks students to be themselves. If teachers are open, then students will gain the most benefits by responding with their own genuineness.

For neither party is this an instant transformation. Neither students nor teachers are accustomed to an environment in which a caring relationship is the primary goal. But once students and teachers begin to respond to each other and initiate the process of relating, even students who do not feel they belong anywhere can feel that there just may be a place!

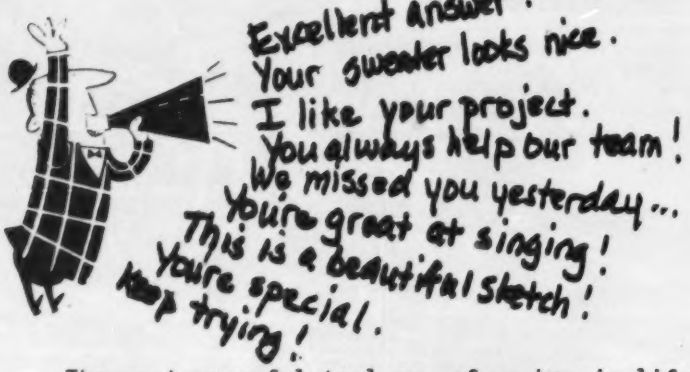
PARENTS

The role of parents cannot be precisely defined. Some may want to have many contacts with their child's homeroom teacher, especially if the child is a new student. Some may wish to observe the activities program or their child's classes. Others may feel that the program is meeting their children's needs and wish no contact. One important part of the parent's role is to keep the school informed about changes at home which could be affecting the child at school. Parents should also contact the homeroom teacher if homeroom activities are in some way upsetting to the child. In other words, open communication and the transmission of information are the parents', as well as the teachers', responsibility.[3] Support of the program at home is also obviously very important.

[3]For further information on parent involvement in the middle school, refer to the dissertation, A Model for Improving Parent Orientation to the Middle School, by Don K. Deller. It is available from ERIC Documents Reproduction Service (1980).



One role which applies to all members of the middle school community, child and adult alike, is that of CHEERLEADER. This role does not imply jumping up and down and yelling RAH! RAH! or doing painful appearing contortions. It simply means offering praise when earned, as well as encouragement when needed.



The most powerful tool any of us has in life is positive reinforcement. It costs nothing if given genuinely, but can have tremendous value when received. In addition, the confidence and hope it instills in others can be quite magical!

This program does not just happen. It takes a great deal of planning and some staff inservice. Initially the program must be presented to the staff, explained in detail, and discussed fully. Special emphasis must be placed on understanding the day-to-day mechanics so that teachers will feel comfortable explaining it to their homeroom students.

But more important, staff members need to understand the rationale for the program and the tremendous power of the positive relationships that will be built. One way to accomplish this is to invite a teacher from an already existing program to speak and to answer questions. Videotapes of aspects of an existing program are also useful.

In keeping with the philosophy of the homeroom program, everyone, including custodians, cooks, secretaries, nurses and all other part- and full-time personnel, need to have a basic understanding of the program and its broad goals. Most support staff welcome the chance to be a part of a program which will help children interact more effectively, and it is crucial to the success of the program that <u>everyone</u> the student encounters be operating from the same humanistic base.

PLEASE READ

A homeroom program based on caring relationships does not mean that discipline will be eliminated. For the fourth "R," Reality, does not allow a child to be able to do things in school that would be unacceptable outside of school. Thus smoking, profanity, tardiness, uncooperativeness, etc. will not be permitted. On the other hand, much of this misbehavior can be gradually eliminated through involvement in positive activities and by the management of caring teachers.

The evidence presented by schools which already use a type of homeroom program shows that middle school students want to be good, and if enough people believe that they are good, they will live up to this expectation. The results may not be as immediate as those gained by the threat of physical punishment or exclusion, but they are more long lasting and more deeply ingrained in the student.

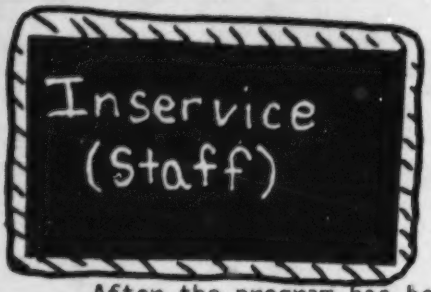
Naturally, change is difficult to accept and it is sometimes hard to begin a new program. And staff members need to keep in mind that results will not come overnight, but require an investment of time as well as energy. The only condition for results is that all staff and students really

TRY, TRY, TRY, TRY,

not just for a day or a month, but until they really feel that the entire school community is living up to the homeroom philosophy. A thought found in a book called Opening: A Primer for Self-Actualization is relevant for individuals who begin an affective program in their school. It says

> "caring sometimes hurts...
> but never as much
> as the alternative...
> not caring.[4]

[4]Bob Samples and Bob Wohlford, Opening: A Primer for Self-Actualization, Menlo Park: Addison-Wesley Publishing Co., 1975, p. 52.



After the program has been thoroughly understood by staff and students, it is time to begin. It will take a while before those involved can go through the mechanics easily, let alone concentrate fully on affective skills. These first few weeks are, however, a perfect time for some staff members to visit other schools with homeroom programs.[5] These returning members should be given time to discuss what they have observed with their colleagues.

Periodic review of the new middle school philosophy along with some discussion of the nature of the middle school child are helpful in orienting teachers to this new approach. Individual conferences between principal and teacher are also very useful in gaining feedback on the program's progress and giving teachers a chance to express individual concerns.

After the program has been in effect for a few months, more formal staff inservice can be scheduled. All concerned are now at a point at which they can carry out the weekly activity schedule easily and can

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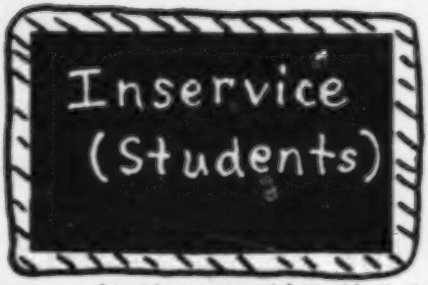
[5] A list of schools having innovative programs worthy of visitation can be obtained by corresponding with the Office of Education of each state.

begin to concentrate on the "content" of the program, rather than the mechanics.

Staff members, as well as outside speakers, are excellent resources for inservice. Their experiences in workshops and classes which involve attending skills, effective student management techniques, and ways to work with different kinds of children should be incorporated into the inservice program.

Practice in small groups of skills acquired at inservice meetings is far better than just distributing material. Initially some staff members may be hesitant to engage in this kind of work, but it has been demonstrated that the skills staff members are learning in order to work more effectively with students can also be beneficial in their relationships outside of school.



At the same time that teachers are enhancing their interpersonal skills, students can be doing the same. Middle school students are entranced by any ideas which involve improving their social skills. One of the most popular ways of teaching these skills is

through some presentations on Transactional Analysis. Even the most indifferent student usually becomes interested in guidance presentations which teach the terminology and easily understood concepts of T A. Students also enjoy practicing with some hypothetical situations. Many counselors who have taught T A say that these sessions are among their most productive. T A can be mastered to some extent by almost any middle school child and applied to most middle school situations. This knowledge may also provide a strong base for individual counseling sessions.

An effortless type of inservice for both teachers and students is offered by extracurricular activities. Clubs, sports teams, and service groups are ideal settings for a student to practice newly acquired interpersonal skills. If these skills are still a little shaky, the student can change groups and try again.

For teachers, involvement in an activity which is primarily the students' can be an interesting and enlightening experience.

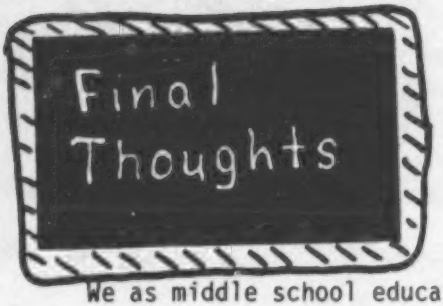
It is certainly worth a try!

Everything considered, there is no one inservice plan appropriate for every school. The best one for a particular school, however, is a function of two factors:

- administrators who are sensitive to staff progress, readily available, and who really listen to the "messages" they hear

and

- teachers who are constructive and honest in their concerns.



We as middle school educators truly wish to meet the needs of the students we teach. But we must keep reminding ourselves that their needs are not only cognitive but affective as well. Thus the development of students' emotional potential rests in our hands as we broaden their awareness of the world. How students view that world can be enhanced if we help to supply the tools that they need to better control their future and find meaning in it. We should prepare students for a fulfilling career, but we should also reduce their fears, assist them in reaching out to others, and demystify the very complicated social environment in which they live. By doing these things, we, too, can feel enriched.

But we cannot ensure that any of these tasks will be accomplished unless we plan for them. Some sort of program that involves all students and staff is essential. The homeroom program is only one means to an end. It has, however, proven to be an effective method of broadening curriculum to include all five "R's." It is not a cure-all, by any means. But it has been shown to strengthen the educational climate and improve the attitudes of many whom it touches, and finally, it moves us closer to a very important goal - to make school a <u>growing place</u> for kids.

APPENDICES

The appendices that follow contain ideas for activities and resources that should be helpful to teachers, counselors, and administrators as they plan and implement the homeroom program.

APPENDIX A - SUGGESTED ACTIVITIES

Activity	Objectives	Strategies
team competitions	to assist students in functioning as members of a team	use a point system which rewards homerooms for full participation
	to help students learn to give encouragement and support to others	homeroom teacher serves as a model
	to help students discover ways to deal with victory and defeat	teacher serves as a model and conducts discussions with students as needed
special interest presentations by staff members	to allow students to see teachers in a non-academic way	teachers give demonstrations of hobbies and special interests, present talks on travel and other significant experiences

APPENDIX A (continued)

Activity	Objectives	Strategies
special interest presentations by students	to give students an opportunity to share aspects of their life away from school	students give demonstrations of hobbies, special interests, present talks on travel and other significant experiences
vocations presentations	to help students understand the variety of offerings in the world of work	use media, printed matter, and guest speakers
	to involve community members in the school program	students and teachers can enlist the aid of parents and other community members
	to add a personal touch to the dissemination of career information	presentations should be limited to only two homerooms to encourage questions and discussion

APPENDIX A (continued)

Activity	Objectives	Strategies
guidance presentations		
values clarification, psychological theory	to help students (and teachers) learn more about themselves and others	use group and individual values clarification activities; present material geared for middle school level of sophistication (see Appendix B)
pre-testing	to help students understand the purposes of testing and how the results can help them to plan better for their future	use visual material which discusses the kinds of results that will be derived; discuss the meaning of standardized testing; show applications of test results to course selection and career planning
	to develop an awareness of individual differences and an understanding of the fact that not everyone is good at everything	present examples from life, such as famous people in sports, the arts, science, etc.

APPENDIX A (continued)

Activity	Objectives	Strategies
guidance presentations		
post-testing	to help students understand their strengths and weaknesses	disseminate results in an easily understandable form; encourage questions and individual discussion
scheduling	to assist students in planning for a meaningful school program	plan time to meet with students and parents on an individual basis to discuss test results, academic records, and expressed interests of student
job interview	to help students understand the dynamics of the interview process	use simulations found in books, films and filmstrips; have students write their own simulations
	to discuss qualities that the interviewer will look for in a job applicant	use guest speakers; discuss examples from various types of careers

APPENDIX A (continued)

Activity	Objectives	Strategies
guidance presentations		
concerns identified by staff and students	to provide students a place to deal with the non-academic aspects of school	topics can be solicited on an informal basis, or by the use of questionnaires
	to offer staff members an opportunity for input into the guidance program	same as above
leisure reading	to help students appreciate reading as an end in itself and as a pleasurable experience	homeroom teacher and students read silently; no homework or classroom texts are permitted; no grading of papers is permitted; any person who visits the homeroom during the reading period must also be prepared to do some reading for pleasure

APPENDIX A (continued)

Activity	Objectives	Strategies
homeroom meetings		
preparation for all-school special events	to give students a feeling of being part of a school community	plan at least one event a year which involves the entire school (examples include an all-school "Olympics," a special dinner or program)
school beautification projects	to instill in students a sense of pride in, and responsibility for, their school	contests for door decorating on holidays, posters, wall hangings, murals, etc. yield some attractive results; display of these items in a central place yields a lot of pride and school spirit
study time	to allow students to help others or to work on individual projects with school resources available	encourage students to work together quietly, to help each other, and to ask for help from each other

APPENDIX A (continued)

Activity	Objective	Strategies
homeroom meetings		
discussion of pertinent topics, such as appropriate behavior for various situations, friendships, team spirit, etc.	to provide a forum for students to discuss relevant topics not addressed in their classes	teachers or students can initiate discussion on an informal basis as they see a need
		staff members can request that an all-school discussion of a topic of general concern (such as treatment of substitute teachers, conduct during emergency situations, etc.) take place in each homeroom

APPENDIX B - RESOURCES

FOR EDUCATORS:

Ashton-Warner, Sylvia, Teacher. New York: Simon and Schuster, 1963. (A unique teaching method developed by the author is used to teach students the five "R's.")

Carkuff, Robert R., The Art of Helping. Amherst: Human Resources Development Press, 1973.

--------, and Berenson, David, The Skills of Teaching. Amherst: Human Resources Development Press, 1978.

--------, and Pierce, Richard M., The Teacher as a Person. Washington: National Education Association Teacher Rights., 1976

(All books by Robert Carkuff are extremely readable and useful to anyone who wants to know more about,or improve,interpersonal skills.)

Ernst, Ken, Games Students Play (and What to Do About Them). Milbrae: Celestial Arts., 1972. (This short book offers an explanation in Transactional Analysis terms of the dynamics of some classroom interactions. It also offers suggestions on how to improve these exchanges.)

Glasser, William, Schools Without Failure. New York: Harper and Row, 1969. (Glasser describes a very effective program for improving school climate and student success.)

Gordon, Thomas, Teacher Effectiveness Training. New York: McKay Publishers, 1975. (As in all of Gordon's books, the emphasis is on improving communication between people. In this book, student and teacher interactions are discussed and helpful suggestions offered.)

Harris, Thomas, I'm OK, You're OK. New York: Harper and Row, 1969. (An interesting treatment, presented in T A terms, of how people become the way they do, and how they can learn to more fully enjoy life and others.)

James, Muriel and Jongeward, Dorothy, Born to Win. Menlo Park: Addison-Wesley, 1971. (A well written T A oriented book geared to working with children in an affective way.)

LeFrancois, Guy R., Psychology for Teaching: A Bear Always Usually Faces the Front. 2nd ed. Belmont: Wadsworth Publishing, 1975. (This lively discussion of the psychological principles which bear on education is fun to read. It does not seem like a textbook, but contains a wealth of useful information for educators.)

Samples, Bob and Wohlford, Bob, Opening: A Primer for Self-Actualization. Menlo Park: Addison-Wesley, 1975. (Included are many thoughts to ponder on the topic of relating, as well as techniques to enhance personal growth.)

--------, et al., The Wholeschool Book: Teaching and Learning Late in the Twentieth Century. Reading: Addison-Wesley, 1977. (Describes new approaches to learning based on the most current research in the field. Presented aesthetically.)

Simon, Sidney B., et al., Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing, 1972. (Filled with affective activities for all age groups.)

FOR STUDENTS:

Burns, Marilyn, I Am Not a Short Adult!. Boston: Little Brown (Yolla Bolly Press), 1977.

--------, The Book of Think (or How to Solve a Problem Twice Your Size). Boston: Little Brown (Yolla Bolly Press), 1976.

(These and all of the books in the "Brown Paper School" series speak to children as PEOPLE. They offer practical suggestions and solutions to both cognitive and affective problems, and do so in a very appealing (to adults as well as children) manner. The books are authored by teachers, well written, and discuss topics kids want to know more about.)

DeRosa, Peter, The Best of All Possible Worlds. Niles: Argus Communications, 1975. (A fable which states a clear moral without moralizing. The book is fun to read, but deals with some serious topics - the right to be different, the opportunity to fail, the ability to shape one's own future.)

Freed, Alvyn M., T A for Kids (and Grownups Too). Sacramento: Jalmar Press, 1971. (A primer for kids on T A concepts.)

Lessor, Richard, Fuzzies: A Folk Fable. Niles: Argus Communications, 1972. (A kids version of how some T A concepts came to be.)

Raskin, Bruce, ed., The Whole Learning Catalog. Palo Alto: Education Today, 1976. (Ideas and materials for just about any subject, including the affective realm, are presented. Many additional resources are listed. Truly a very flexible resource.)

APPENDIX B (continued)

FOR LESSON KITS, BOOKS, AUDIO-VISUAL MATERIAL:

Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

FOR INSERVICE PRESENTATION:

The Middle School Story, a sound filmstrip by Dr. Paul George of the University of Florida

Any of the films by William Glasser

FOR PROFESSIONAL RESOURCES:

National Middle School Resource Center
Indianapolis Public Schools
901 N. Carrolton Avenue
Indianapolis, Indiana 46201

FOR MEMBERSHIP:

National Middle School Association
Executive Director
P.O. Box 968
Fairborn, Ohio 45324

FOR VISITATION:

Westchester Middle School
1050 S. Fifth St.
Chesterton, Indiana 46304
(219) 926-2173

FOR UPDATE ON MIDDLE SCHOOL HAPPENINGS:

People in the Middle Need People in the Middle
1978 Yearbook
Indiana Middle School Association

Middle School Journal
Publication of the National Middle School Association (see reference above)